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ENG 1002G-013: Composition and Literature

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English 1002-013 CH 2120**M, W, F 10:00-10:50****Mrs. Kathleen Rodems****Office:** McAfee 1125 **Hours:** M, W 9:00-10:00, 1:00-3:00 or by appointment**Phone:** 217-581-2415 **Email:** klrodems@eiu.edu**Required Texts:***The Little Brown Handbook* H. Ramsey Fowler and Jane E. Aaron*Literature: The Human Experience* Richard Abcarian and Marvin Klotz*Writing Essays about Literature* Kelley Griffith

Course Description: Composition and Literature. A writing course designed to improve skills in critical thinking and analytical expression based on the reading of literary texts. As in 1001G, attention is given to the on-going development of student writing, including effective expression, clear structure, adequate development, and documentation of sources. Prerequisite: English 1001G.

Objectives:

1. To write expository and persuasive texts in which paragraphs, sentences, and words develop a central idea that responds to the reading of literary works. As in 1001G, these papers should reflect an understanding and command of recursive writing processes: *generating and prewriting strategies for formulating a thesis, methods for planning and drafting a paper, strategies of revising for clarity and adequate development, and means for polishing and editing*. At least one paper should introduce students to methods of library, online and/or field research, entail the use of primary and secondary source materials drawn from both online and library sources, and reflect current principles of documentation.
2. To develop the ability to evaluate and criticize their own and their peers' writing.
3. To read poetry, fiction, and drama expressing a wide range of cultural perspectives and to think critically and write analytically about them.
4. To engage in reading and writing experiences about literature so as to establish a foundation for continued social, cultural, intellectual, and aesthetic discovery and appreciation.

This is a writing centered course. While you are not required to submit an essay from this course to your EWP, it is strongly suggested. Each of the essays written in this class will undergo at least one revision and will therefore represent completed work.

Attendance

Attendance is a crucial element of this class, so in order to understand the concepts for each assignment, you will need to attend class on a regular basis. However, I understand that life is complicated and sometimes overlaps with school. You will be allowed **3** absences, excused or unexcused—this means free (you will still need to turn in work due that day in order to get credit). You may use those first 3 absences however you would like, but each absence thereafter results in **the subtraction of 10% of your final grade**. Please use your absences wisely. This means that **6 or more absences is an automatic failure (F) for the course**.

Cell Phone Policy:

The use of cell phones is absolutely and positively prohibited during class time. I insist that you refrain from using your cell phone which includes talking on, texting, looking at or checking your phone, or anything else that might be considered using your cell phone for the full 50 minutes of class. This explanation of my policy represents your first warning. If I see you doing any of these actions during class time, I will ask you to leave, and you will be given an absence for the class and unable to earn credit for any of the assignments due during that class period.

Late Work:

Your work is due on the designated date even if you are absent from class, and it will still be your responsibility to turn in the work. You may put the assignment in my mailbox (CH 3155), bring it to my office (McAfee 1125), or mail it through WebCT.

Papers are due at the beginning of class on the assigned dates. **Late papers will be penalized one letter grade per each day the paper is late (including weekends).** For example, if the paper is due Monday, and you do not turn it in until Wednesday, the best grade you can earn is an 80%. However, I am well aware that there are occasions when circumstances may prevent the completion of work, and I may be willing to grant additional assistance or extensions. BUT YOU MUST CONTACT ME WELL BEFORE THE DUE DATE because I will not grant an extension the day the paper is due.

I will not accept daily work late. If you are absent from class, in order to earn credit for the daily annotation, you must put the it in my mailbox (CH 3155), bring it to my office (McAfee 1125), or send it through WebCT by the end of the scheduled class time.

Participation (100 points)

Frequent and subsequent class participation is necessary to succeed in this class, and as a result, fulfills a significant portion of your final grade (100 points). In order to earn the full participation points, I expect you to contribute substantial, well-thought out comments and questions to the class discussions of each reading as well as during class lectures and workshops.

Peer Reviews (60 points):

You will complete several peer reviews during the course of the semester. These peer reviews are important and will help you learn how to not only find mistakes, but also how to fix them—an essential writing and revising skill. **In order to earn the full points for the peer review, you must be present in class and have a completed rough draft.** You will be graded on not only the completion of these peer reviews, but the quality of the feedback.

Literary Term Presentation (25 points):

Each student will be required to present a literary term to the class. I will provide a sign-up sheet on the second day of class. The presentation should define the term and then present 3-4 examples of the term in a power point. If possible, the examples should be applied to scheduled reading. Begin researching the term in your literature handbook, *Writing Essays about Literature*, and then look on the internet or other handbooks for additional or alternate definitions to help elaborate and explain the term. Please use no more than four sources for this presentation. The student will be graded on the accuracy of the information, creativity, and how well he/she presents the information. A good presenter **will not simply** read the information from the Power Point, but will be prepared to present what he/she has learned from the research in a dynamic and interesting presentation. **Each presentation must include a bibliography at the end of the Power Point.** These terms will be used throughout class and will be included on the final exam. It is important to take notes during each presentation. The presenter should also be prepared to answer questions from the students and instructor.

Reading Annotations (100 points):

For each assigned reading, you will be required to complete an annotation for each story, poem, or act. To annotate a piece of literature literally means to make critical or explanatory notes or comments. This typically means to ask questions, define, summarize, analyze, critique, or just take notes paragraph by paragraph, if a story or play, or line by line, if the piece is a poem. There is no word or page length required, but as I stated earlier, I expect you to annotate each paragraph or line. The annotation will also supply you with ideas and questions to ask during our discussions of these readings, supporting the fulfillment of your participation points. It will be important to take these annotations seriously and prepare substantial notes for the discussion that will also be excellent preparation for the final exam. I will randomly check these annotations in class throughout the semester. Each annotation will be worth 10 points, and these will be graded on the quality of the information and questions you note. I will not accept these annotations late. If I find that students are not completing the annotations, I will implement daily reading quizzes as well.

Assignments and Grading:

Class Participation	100 points
Peer Reviews	60 points
Literary Term Presentation	25 points
Reading Annotations	100 points
Essay 1	50 points
Essay 2	75 points
Essay 3	100 points
Essay 4	100 points
<u>Final Exam</u>	<u>100 points</u>

710 total points

Grading Scale for Final Documents and Final Grade:

100-90%= A 89-80%= B 79-70%= C 69-60%= D 59-50% =F

This is an A,B,C/NC course. Any student earning a 69% or less will receive an NC or No Credit for the course

Formatting:

Always keep a personal copy of any polished paper you submit to me. Save it on disk in rich-text format, as well, so it could easily be submitted to the EWP. Secure all sheets together. Put your name and the page number in the top right corner of each sheet but the first. On the first page put a title and the following:

Your name

Assignment Number

English 1002

Rodems

Date

Office of Disability Services:

If you have a documented disability that may require assistance, you will need to contact the Office of Disability Services (581-6583).

Plagiarism:

According to the English Department's policies on plagiarism:

Any teacher who discovers an act of plagiarism—"The approbation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's own original work" (Random House Dictionary of the English Language)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments, of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office.

Writing Center:

I encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, and documenting your papers.

The writing center is open to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress.

To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929. The writing center is open Monday through Thursday, 9 a.m. to 3 p.m., and 6 p.m. to 9 p.m. Friday's hours of operation are 9 a.m. to 1 p.m.

Schedule of Assignments

This schedule may change at any time according to the needs and demands of the class. Make sure you always bring it with you and check WebCT in case of modification. The assignments listed are due for that day.

January

10—Introductions, course overview, and diagnostic essay

12—Read: *WEAL* pages 3-9 and "Young Goodman Brown" by Nathaniel Hawthorne page 82 (*LHE*)

14—Read: *WEAL* pages 11-25 and "The Cask of Amontillado" by Edgar Allan Poe page 1298 (*LHE*)

17—Martin Luther King Day-No Class

19—"Two Kinds" by Amy Tan page 464

21—"The Things They Carried" by Tim O'Brien page 1358

24—"The Yellow Wallpaper" by Charlotte Perkins Gilman page 997

26—"I Stand Here Ironing" by Tillie Nelson (ereserves)

28—"Phantom Pallace" by Isabel Allende (ereserves)

31—Discussion of Essay 1

February

2—**Rough Draft Due: Essay 1**-Peer Review

4—Workshop

7—**Final Draft Due: Essay** -Begin Drama

9—Act I Scene 1 of *A Raisin in the Sun* by Lorraine Hansberry pages 815-846

11—Lincoln's Birthday-No Class

14—Act I Scene 2 pages 846-878

16—Act II Scene 1 pages 878-890

18—Act II Scene 2 and 3

--Revised--Schedule of Assignments 1002-013

This schedule may change at any time according to the needs and demands of the class. Make sure you always bring it with you and check WebCT in case of modification. The assignments listed are due for that day.

January

10—Introductions, course overview, and diagnostic essay

12—Read: "Young Goodman Brown" by Nathaniel Hawthorne page 82 (*LHE*)

14—Read: *WEAL* pages 3-9 and "The Things They Carried" by Tim O'Brien page 595

17—Martin Luther King Day-No Class

19—Read: *WEAL* 11-25 and "The Cask of Amontillado" by Edgar Allan Poe (course packet)

21—"Phantom Pallace" by Isabel Allende (course packet)

24—"The Yellow Wallpaper" by Charlotte Perkins Gilman page 436

26—"I Stand Here Ironing: by Tillie Olsen page 607

28—"Two Kinds" by Amy Tan (course packet)

31—Discussion of Essay 1

February

2—**Rough Draft Due: Essay 1**-Peer Review

4—Workshop

7—**Final Draft Due: Essay** -Begin Drama

9—Act I Scene 1 of *A Raisin in the Sun* by Lorraine Hansberry pages 815-846 (course packet)

11—Lincoln's Birthday-No Class

14—Act I Scene 2 pages 846-878 (course packet)

16—Act II Scene 1 pages 878-890 (course packet)

18—Act II Scene 2 and 3 (course packet)

21—Movie

23—Movie

25—Movie

28—Preparation for Essay 2 and discussion of movie

March

2—**Rough Draft Due: Essay 2**-Peer Review

4—Workshop--Midterm

7—**Final Draft Due: Essay 2**-Begin Poetry

9—Paul Laurence Dunbar "We Wear the Mask" 948, Dudley Randall "Ballad of Birmingham" 759

11—Etheridge Knight "Hard Rock Returns to Prison..." (course packet) Carl Sandburg "Grass" 681

14-18 Spring Break

21—William Blake "The Chimney Sweeper" 665, Donald Justice "Men at Forty" 899
23—William Blake "A Poison Tree" (course packet), William Carlos Williams "Spring and All" 1097
25—Molly Peacock "Say You Love Me" (course packet), Theodore Roethke "My Papa's Waltz" 645,

28—Emily Dickinson "I felt a Funeral, in my Brain" 959, A.E. Housman "To An Athlete Dying Young" 1056,
30—Anne Sexton "Cinderella" 878, Rita Dove "Daystar" 1039

April

1—Discussion of Essay 3

4—**Rough Draft Due: Essay 3**-Peer Review

6—**Final Draft Due: Essay 4**-Assign Essay 4

8—Library Day

11—**Proposal Due**

13—**Annotated Bibliography Due**

15—Optional Conferences

18—

20—**Outline Due**

22—Optional Conferences

25—**Rough Draft Due: Essay 4**-Peer Review

27—**Final Draft Due: Essay 4** and Review for Final Exam

29—

FINAL EXAM: Tuesday May 3, 2011 10:15-12:15